



## Council for the Advancement of Standards in Higher Education

[www.cas.edu](http://www.cas.edu)

We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu](http://www.cas.edu) and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

### CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs "**must**" and "**shall**" and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs "should" and "may."

### OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

### DISCLAIMER

The standards and guidelines published in "The Book of Professional Standards for Higher Education" by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the "CAS Self-Assessment Guides" (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, be free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188,  
202-862-1400, (email contact: Phyllis Mable, Executive Director, [www.cas.edu](http://www.cas.edu))

# **THE ROLE OF VETERANS and MILITARY PROGRAMS and SERVICES**

## **CAS Contextual Statement**

The purpose of Veterans and Military Programs and Services (VMPS) is to provide support for student veterans, military personnel, military family members, and family members receiving veterans' benefits through the GI Bill (and similar programs in Canada) that are affiliated with an institution of higher education. The need for such support is evidenced by the experiences of personnel impacted by their involvement in the Global War on Terrorism (GWOT), Operation Enduring Freedom (OEF), Operation Iraqi Freedom (OIF), and other service-related actions, who have been subject to sudden mobilization and demobilization. The VMPS standards and guidelines were developed to be as inclusive as possible without being prescriptive and are designed to provide the greatest latitude for VMPS providers to serve clientele.

Although VMPS is relatively new to higher education, colleges have had a relationship with military service since the founding of the United States. Thomas Jefferson indicated that "we must train and classify the whole of our male citizens, and make military instruction a regular part of collegiate education. We can never be safe till this is done" (University of Virginia, 2010). Jefferson believed education and military service to be key elements of a democratic society and signed legislation establishing the United States Military Academy in 1802. In the Rockfish Gap Report, Jefferson outlined plans for the University of Virginia and identified the need for military training in geometry and architecture (1818). In 1824, the Board of Visitors authorized the institution's faculty to hire a military instructor to drill and train the students (Bruce, 1917, p. 117). Other state-based colleges with military training programs included Virginia Military Institute (1839) and The Citadel in South Carolina (1842). Formalizing military training on college campuses was established with the Morrill Act of 1862, which brought about the development of the land-grant university systems and with it the placement of military training programs, the precursor to the modern Reserve Officer Training Programs or ROTC.

After World War I, Canada created the Department of Soldiers' Civil Re-establishment and provided subsistence allowances and educational grants (Mosch, 1975), and the United States provided educational benefits for disabled veterans as part of the Rehabilitation law of 1919 (Olson, 1974). Several states, including Arkansas, California, Colorado, Illinois, Minnesota, New York, North Dakota, Oregon, and Wisconsin offered free or reduced tuition and other education benefits to World War I veterans (Mosch, 1975).

In 1944 US President Franklin D. Roosevelt signed into law the Servicemen's Readjustment Act (1944). This legislation, known as the GI Bill, provided tuition assistance and subsistence to support educational pursuits for returning WWII veterans. Considered a grand experiment in education (Olson, 1973), the GI Bill is one of the most influential acts to impact education and society (Wolfe, 2001) and served as the catalyst for mass education in the United States. In 1946, James Bryant Conant, Harvard President, stated the GI Bill was "a heartening sign that the democratic process of social mobility is energetically at work, piercing the class barriers that, even in America, have tended to keep a college education the prerogative of the few" (Altschuler & Blumin, 2009, p. 95). The Veteran's Rehabilitation Act (VRA) or Canadian GI Bill was administered unevenly by provinces but had similar effects for Canadian veterans (Lemieux & Card, 1998).

A key outcome of the GI Bill was the development of student advisement centers to support veterans (Altschuler & Blumin, 2009). GI bills have followed each conflict since World War II, including specific bills for the Korean and Vietnam Wars, and are now staples to military service.

In 1973 the US Army adopted the Total Force Concept (TFC), increasing the reliance on reserve components for both combat and combat support and making reservists and guardsmen more susceptible to recall. Also in 1973 the draft ended for US males and an all-volunteer military was established. The volunteer military created an increased focus on recruitment incentives such as Voluntary Education Programs (VEP), which offer tuition assistance, counseling, classroom facilities, and other systems to support voluntary education; the Student Loan Repayment (SLR), which offers **loan repayment for service to both active and reserve military service personnel**; and the **Simultaneous Membership Program (SMP)**, which allows guard and reserve enlisted personnel to join college and university Reserve Officer Training Corps (ROTC) programs.

Colleges and universities, eager to demonstrate their accessibility to military personnel and their families, sought alignment with Servicemembers Opportunity Colleges (SOC). **SOC is affiliated with the American Association of State Colleges and Universities (AASCU)** in partnership with the Department of Defense (DOD) and active and reserve components of the military services to increase and enhance postsecondary education opportunities for military service members. To be SOC eligible an institution must develop a system for reasonable transfer of credit, reduce academic residency requirements, provide credit for military training and experience, and give credit for nationally-recognized testing programs.

Recent wars in Iraq and Afghanistan have raised the visibility of veterans, military personnel, and their families on college campuses. The numbers of veterans from these conflicts (now the third longest in US history), the educational benefits of the Montgomery and Post 9-11 GI bills, and the use of VEP and SLR as recruitment incentives will continue to have major impacts on higher education.

Professional associations have been established to assist in the professional development of administrators providing services to veterans, military service members, and their families matriculating through higher education:

- The National Association of Veteran Program Administrators (NAVPA) serves individuals working in the growing field of veterans' educational support and has been instrumental in the development of the CAS Standards and Guidelines for Veterans and Military Programs and Services. NAVPA members are service providers and VCOs on US campuses seeking to promote professional competency and efficiency in veterans educational programs.
- The National Association of Veterans Upward Bound Project Personnel (NAVUBPP) is the professional association for personnel associated with these programs. Veterans Upward Bound projects are funded by the US Department of Education (DOE) and serve eligible veterans across the nation.
- Founded in 2008, the Student Veterans Association (SVA) works to develop new student groups, coordinate between existing student groups, and advocate on behalf of student veterans at the local, state, and national levels. SVA consists of an executive staff and campus-based student veterans groups that coordinate programs, enhance networking, and assist in the transition to higher education. The SVA published a *Veterans Center Handbook*, available from the association's website, which identifies concerns, provides resources, and outlines steps for developing a center.
- The NASPA Veterans Knowledge Community identifies and advances best practices for veterans' programs.

## References, Readings, and Resources

- Ackerman, R.T. & DiRamio, D. (Eds.). (2009). *Creating a veteran-friendly campus: Strategies for transition and success. New Directions for Student Services, No. 126.* San Francisco, CA: Jossey-Bass.
- Altschuler, G. C., and Blumin, S. M. (2009). *The GI Bill: A new deal for veterans.* Oxford, UK: Oxford University Press.
- Bruce, P. A. (1920) *History of the University of Virginia: The lengthened shadow of one man. Vol. II.* New York, NY: The MacMillan Company.
- Cook, B. J., & Kim, Y. (2009). *From soldier to student: Easing the transition of service members on campus.* Washington, DC: ACE, SOC, AASCU, NASPA, NAVPA.
- Lemieux, T., & Card, D. (1998). *Working paper: Education, earnings, and the Canadian GI Bill.* Cambridge, MA: National Bureau of Economic Research.
- McMurray, A. J. (2007). College students, the GI Bill, and the proliferation of online learning: A history of learning and contemporary challenges. *The Internet and Higher Education*, 10, pp. 143-150.
- Mosch, T. R. (1975). *The GI Bill: A breakthrough in educational and social policy in the United States.* Hicksville, NY: Exposition Press.
- National Association of Student Personnel Administrators, Veterans Knowledge Community, <http://www.naspa.org/kc/veterans/>
- National Association of Veterans Personnel Administrators, <http://www.navpa.org/index.htm>
- Olson, K. W. (1974). The GI Bill, the veterans, and the colleges. Lexington, KY: University Press of Kentucky.
- Olson, K. W. (1973). The GI Bill and higher education: Success and surprise. *American Quarterly*, 25, pp. 596-610.
- Servicemembers Opportunity Colleges, <http://www.soc.aascu.org/>
- Student Veterans Association, <http://www.studentveterans.org/about/>
- United States Military Academy, <http://www.usma.edu/history.asp>
- University of Virginia. (2010). *Thomas Jefferson on politics and government: 47. The military and the militia.* Retrieved from <http://etext.virginia.edu/jefferson/quotations/jeff1480.htm>
- Veterans Upward Bound, [http://navub.org/article/index.php?article\\_id=8&mainmenu\\_id=7](http://navub.org/article/index.php?article_id=8&mainmenu_id=7)
- Wolfe, M. P. (2001). Reflections on the most important educational developments of the 20<sup>th</sup> century: Kappa Delta Pi laureates. *Educational Forum*, 65, pp. 146-163.

### **Contributor:**

Douglas Franklin, Ph.D., Ohio University

# **VETERANS and MILITARY PROGRAMS and SERVICES**

## **CAS STANDARDS and GUIDELINES**

### **Part 1. MISSION**

**The primary mission of Veterans and Military Programs and Services (VMPS) must be to provide, facilitate, or coordinate programs and services for student veterans, military service members, and their family members. VMPS must identify student veterans and military service members and establish a community that connects and supports this population.**

Family members include veterans' and service members' spouses/partners and children as well as survivors of veterans.

**VMPS must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. VMPS in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.**

### **Part 2. PROGRAM**

**Veterans and Military Programs (VMPS) must assist student veterans, military service members, and their family members with:**

- **transitions from military service to higher education**
- **issues related to deployment of active duty students or call up for students affiliated with National Guard and Reserve Units**
- **integration into institutions and campus life**
- **reintegration following activation**
- **establishment of procedures to facilitate progress toward educational goals**

VMPS should include admissions support, orientation, financial aid, housing and logistics, advising and mentoring, and learning communities.

VMPS should develop systems to establish and maintain communications between the institution and deployed students.

**VMPS must collaborate with key departments to streamline campus administrative procedures for student veterans and military service members, particularly those preparing for or returning from deployments.**

**VMPS must provide support and advisement for student veteran organizations and veteran advisory groups on campus.**

The VMPS should establish an advisory group to assist in developing a campus responsiveness plan for returning veterans and their family members. Membership of veteran advisory groups may include representatives from the offices of admissions, financial aid, registrar, counseling services, disability services, and health services.

VMPS should facilitate the development of a campus-wide community of student veterans, military service members, and their family members to provide opportunities to connect with their peers.

**VMPS must provide, directly or in collaboration with other institutional units, education and training for faculty and staff on issues relevant to student veterans, military service members, and their family members.**

VMPS should facilitate workshops and seminars for the campus community regarding the needs and issues facing student veterans, military service members, and their family members.

**VMPS must obtain, distribute, and provide referrals to current information on educational benefits for veterans.**

**VMPS must work with the veteran certifying official and make available certifying paperwork for student veterans, military service members, and their family members for all applicable educational benefits.**

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **knowledge acquisition, integration, construction, and application**
  - **Dimensions:** understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **cognitive complexity**
  - **Dimensions:** critical thinking; reflective thinking; effective reasoning; and creativity
- **intrapersonal development**
  - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
  - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
  - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
  - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, VMPS must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, VMPS must explore possibilities for collaboration with faculty members and other colleagues.

VMPS must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. VMPS must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

VMPS must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

### **Part 3. LEADERSHIP**

Veterans and Military Programs and Services (VMPS) leaders must be knowledgeable about and responsive to the needs and experiences of student veterans, military service members, and their family members. VMPS must advise decision-makers and advocate for institutional policies and procedures that address these issues.

VMPS leaders should have a working knowledge of relevant governmental organizational structures and processes to advocate for student veterans, military service members, and their families.

Because effective and ethical leadership is essential to the success of all organizations, VMPS leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively

- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure staff members understand their responsibilities through appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

#### **Part 4. HUMAN RESOURCES**

**Veterans and Military Programs and Services (VMPS) must be highly visible to student veterans, military service members, and their family members with at least one staff member to serve as an institutional single point of contact to coordinate services, provide advice, and advocate for students with issues related to their military experiences and student status.**

**VMPS staff must possess the knowledge and skills to assist student veterans, military service members, and their family members with transition and orientation to campus and to address the needs of veterans with disabilities.**

VMPS staff should have experience with issues related to student veterans, military service members, and their family members.

VMPS should identify and promote student employment opportunities and career transition opportunities to support student veterans, military service members, and their family members. When possible, VMPS should identify and hire students eligible for work study programs for veterans.

**VMPS must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, VMPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

**VMPS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**



Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

VMPS must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

VMPS must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

VMPS must maintain position descriptions for all staff members.

To create a diverse staff, VMPS must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

VMPS must conduct regular performance planning and evaluation of staff members. Programs and services must provide access to continuing and advanced education and professional development opportunities.

## **Part 5. ETHICS**

Persons involved in the delivery of Veterans and Military Programs (VMPS) must adhere to the highest principles of ethical behavior. VMPS must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical

practice. VMPS must publish these statements and ensure their periodic review by relevant constituencies.

VMPS must orient new staff members to relevant ethical standards and statements of ethical practice.

VMPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. VMPS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

VMPS staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

VMPS staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

VMPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, VMPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

VMPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

VMPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

## **Part 6. LEGAL RESPONSIBILITIES**

Veterans and Military Programs and Services (VMPS) must be aware of state/provincial and federal laws affecting student veterans, military service members, and their family members, including educational benefits. VMPS must refer student veterans to the institution's veterans benefits certifying official for application and certification of benefits.

VMPS should maintain awareness of changes to entitlement programs and statute-based tuition discounting such as tuition benefits and communicate these to student veterans, military service members, and their family members.

**VMPS staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.**

**VMPS must have written policies on all relevant operations, transactions, or tasks that may have legal implications.**

**VMPS staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.**

**VMPS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. VMPS staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.**

**The institution must provide access to legal advice for VMPS staff members as needed to carry out assigned responsibilities.**

**The institution must inform VMPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

## **Part 7. EQUITY and ACCESS**

**Veterans and Military Programs and Services (VMPS) must coordinate with units providing disability related services to ensure access to relevant programs and services for veterans with disabilities.**

VMPS should coordinate with units providing disability related services about the use of services by veterans and military service members assumed to have a disability but lacking documentation.

VMPS should work with students to obtain required disability documentation in accordance with the institution's documentation guidelines for students with disabilities.

**VMPS must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. VMPS must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.**

**Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious**

**affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.**

**Consistent with the mission and goals, VMPS must take action to remedy significant imbalances in student participation and staffing patterns.**

**VMPS must ensure physical and program access for persons with disabilities. VMPS must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.**

**VMPS must include the needs of distance learning students by helping ensure appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.**

#### **Part 8. DIVERSITY**

**Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Veterans Programs and Services (VMPS) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.**

**In this context, diverse groups include partners of disabled and deceased service members and single parents. VMPS should coordinate provision of services to diverse military service members with various organizations, centers, and other appropriate venues on campus that serve those populations.**

**VMPS must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. VMPS must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.**

**VMPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

#### **Part 9. ORGANIZATION and MANAGEMENT**

**Veterans and Military Programs and Services (VMPS) must serve as a primary point of contact to serve student veterans, military service members, and their family members. In institutions with multiple service providers, the VMPS must collaborate to ensure resources and support.**

**Institutions with small numbers of military members and veterans should maximize services by collaborating with other post-secondary institutions and community agencies.**

**To promote student learning and development outcomes, VMPS must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.**

**VMPS must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.**

**Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. VMPS must align policies and procedures with those of the institution and provide channels within the organization for their regular review.**

## **Part 10. CAMPUS and EXTERNAL RELATIONS**

**Veterans and Military Programs and Services (VMPS) must reach out to relevant individuals, campus offices, and external agencies to:**

- establish, maintain, and promote effective relations**
- disseminate information about their own and other related programs and services**
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

**VMPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.**

**VMPS must have procedures and guidelines consistent with institutional policy for communicating with the media.**

**VMPS must work with the office of admissions to coordinate and address the needs and issues of student veterans, military members, and their matriculated family members.**

**VMPS should advocate for the inclusion of questions on the admission application regarding anticipated status at the time of enrollment – active duty, veteran, member of the Guard or reserve, or military dependent.**

**VMPS should advocate for consideration of military experience and training in admissions decisions.**

**VMPS must advocate for flexible policies to deal with the deployment of military service members and work with the institutional registrar to ensure the effectiveness of withdrawal and course-completion procedures, including withdrawals, incomplete grades, and awarding of partial credit.**

**VMPS must work with academic services to facilitate advising, tutoring assistance, and supplemental instruction for student veterans, military service members, and their matriculated family members.**

**VMPS must advocate for awarding credit for previous military training and experience.**

Articulation agreements should use documents similar to the American Council of Education Guide to the Evaluation of Educational Experiences in the Armed Services.

VMPS should be aware of national testing programs such as College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Excelsior College Examinations (ECE).

**VMPS must advocate for clear and facilitative articulation agreements between home institutions and colleges and universities providing education to military members serving on active duty.**

Articulation agreements should avoid both excessive loss of previously earned credit and duplication of coursework.

VMPS should advocate for policies that consider and recognize civilian courses taken and formal training obtained while in the military.

VMPS should coordinate with various institutional departments to facilitate the resolution of grades from students' final semesters and the potential posthumous awarding of degrees for students who die while in military service.

**VMPS must work with the campus career services and other units to identify or develop specific programs and opportunities that support career planning and employment.**

VMPS must work with campus units to encourage student veterans, military service members, and their family members in campus-wide social and cultural events, academic programs, orientation programs, and other activities designed to ease the transition to campus life.

VMPS should work with student affairs and other co-curricular units to tailor some programs to meet the specific needs of student veterans, military service members, and their family members.

**VMPS must assist student veterans, military service members, and their family members to find appropriate on- and off-campus psychological counseling and mental health care service providers and advocate for specialized training for campus providers dealing with mental health issues affecting this population.**

VMPS should advocate for institutional counseling resources to be knowledgeable of veterans' issues, e.g., Post-Traumatic Stress Disorder (PTSD), Combat Stress Reaction (CSR), and Traumatic Brain Injury (TBI), and post deployment transition challenges.

**VMPS must advocate for and work with the bursar to ensure deferment of tuition and fees for students when education benefits are delayed beyond normal payment due dates or for military withdrawals due to activation.**

VMPS may advocate for tuition discounting for student veterans, military service, members, and their matriculated family members.

VMPS should assist in addressing the financial aid needs and issues of student veterans, military service members, and their family matriculated members.

VMPS should collaborate with the institution's foundation and development offices to identify or establish scholarships for veterans and other financial support pools and establish procedures for their disbursement to qualified students.

**When an institution has determined that it can provide the necessary services, VMPS must participate in institutional recruitment efforts, including establishment of marketing and outreach strategies to enroll student veterans, military service members, and their family members.**

VMPS should work with institutional outreach services such as lifelong learning and distance education units to bring academic programs to mobilized and deployed military service members.

VMPS may advocate for reducing academic residency requirements by eliminating on-campus degree requirements, supporting 100 percent on-line degrees and eliminating final-year or semester-in-residence requirements for student veterans, military service members, and matriculated family members.

**VMPS staff must establish a working relationship with the institutional veterans benefits certifying official, if this position is separate from VMPS.**

**VMPS must work with the Veterans Affairs offices and serve as liaisons between the campus and the Veterans Affairs education office in providing services for student veterans.**

VMPS should coordinate opportunities for recruitment, academic advising, and admissions counseling with military bases and National Guard units in the area.

VMPS should communicate with programs and services at peer institutions to develop and implement additional best practices to serve veterans, military service members, and their families.

## **Part 11. FINANCIAL RESOURCES**

**Veterans and Military Programs (VMPS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.**

**VMPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment activities, data management and program evaluation processes, staff training and professional development activities, instructional materials and media, information technology, and office technology.

VMPS should explore state/provincial or federal funding sources or write grant proposals to support the service. In the event the VMPS receives a start-up grant, a financial plan should be developed to sustain the operation after the term of the grant.

External funding sources should not be expected to supplant institutional funding.

## **Part 12. TECHNOLOGY**

**Veterans and Military Programs and Services (VMPS) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.**

**VMPS must maintain policies and procedures that address the security and back up of data.**

**When technology is used to facilitate student learning and development, VMPS must select technology that reflects current best pedagogical practices.**

**Technology, as well as any workstations or computer labs maintained by the VMPS for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.**

**When VMPS provide student access to technology, they must provide:**

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.**

**Student violations of technology policies must follow established institutional student disciplinary procedures.**

**Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.**

**VMPS must maintain an Internet presence with information to ease the transition of student veterans, military service members, and their families into higher education. VMPS web pages must provide timely and accurate information regarding programs and services offered by the institution and must connect the student to external resources for veterans.**

**Communication must be accurate in describing program requirements and pre-requisites, costs, payment and refund policies, partnerships with military or government agencies, and occupational opportunities for program graduates.**

**VMPS web information should include links to governmental veterans administration agencies and institutional web links with services for student veterans, military service members, and their families.**

**VMPS should advocate for technology that supports distance learning for mobilized or deployed students.**



### **Part 13. FACILITIES and EQUIPMENT**

**Veterans and Military Programs and Services (VMPS) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, VMPS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.**

**VMPS staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**VMPS staff members who share work space must have the ability to secure their work adequately.**

**The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.**

**VMPS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.**

**The VMPS center should be centrally located and in proximity to institutional student support services.**

**VMPS should establish a dedicated physical space where student veterans military service members and their family members can congregate, seek academic support services, and complete assigned coursework. The space should be safe, with easily identifiable and accessible exits, and located near the VMPS center and other student organization offices.**

### **Part 14. ASSESSMENT and EVALUATION**

**Veterans and Military Programs and Services (VMPS) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. VMPS must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

**VMPS must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.**

**VMPS must facilitate a plan to measure the impact of programs and services on enrollment, persistence, and degree completion for student veterans, military service members, and matriculated family members.**

*VMPS content developed/approved in 2010*